

Head Start National Reporting System

Child Assessment Certification Form

Spring 2004

Date		Start Time	End Time
Assessor Name			
Head Start Center/Classroom			
City/State			
Observer Name			

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INSTRUCTIONS

As the child assessment is administered, you will be observing the assessor for instances of the following types of errors: straying from the script, coaching, scoring errors, giving non-neutral encouragement, and other errors in the administration of the assessment instruments. For each section of the assessment, identify and record the frequency of any errors that the assessors make. Frequency bubbles are provided for you to easily record your observations. For example:

<p>At the first observed instance of an error, check off or fill in bubble 1:</p> <div style="text-align: center; margin-top: 40px;"> ✓ ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ </div>	<p>At the second observed instance, check off or fill in bubble 2. Continue doing so until the section is complete. So for an assessor who made 4 errors, the frequency bubbles should look like this:</p> <div style="text-align: center; margin-top: 40px;"> ✓ ✓ ✓ ✓ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ </div>
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Finally, sum up the number of errors that were committed in the box provided. In the spaces provided, write any comments that might be helpful in the review of this assessor. Please comment on things that the assessor does well and things that the assessor does poorly. Both types of feedback will be helpful for the assessor.

Types of errors

STRAYING FROM THE SCRIPT: Questions and directions to all children must be read exactly as it is written in the script. Frequency of straying from the script should be recorded in the frequency bubbles. In addition, the actual script that the assessor should be following is provided in the facing page opposite your scoring sheet. You should follow along as the assessor administers each section and circle any places where the assessor strays from the script. The number of circles you make in the script and the total number of frequency bubbles you check off should correspond.

COACHING: The following are examples of coaching during child assessments:

- Repeats the question when the child answers incorrectly.
- Asks the child to answer the question again when the response is incorrect.
- Gives neutral encouragement only after correct answers.
- Nods or smiles meaningfully when the child answers correctly; does the opposite when the child answers incorrectly.
- Hints by gestures or eye movements or words.
- Places hand or finger on the correct response plate.
- Makes comments such as “you know the answer,” “do you want to try again?” “listen carefully to the question.”

Frequency of these behaviors for each section should be recorded on this form and the assessors should be told to correct these behaviors.

SCORING ERRORS: Failure to completely and/or accurately fill out the scoring sheets should be recorded. Examples of scoring errors are:

- Failure to make the marks as clear as possible or failure to fill out each bubble entirely.
- Skipping items during the administration and/or skipping items on the scoring sheets.

Position yourself so that you can observe the child’s responses to the assessment items. Record the child’s responses to each item of the assessment in the space provided in this form. After the assessment, compare your answer sheet with that of the observed assessor. Record the frequency of scoring errors in the frequency bubbles.

GIVING NON-NEUTRAL ENCOURAGEMENT: Assessors should avoid giving non-neutral encouragement throughout the assessment. Examples of non-neutral encouragement are:

- “That’s right!”, “You are so smart!”, “That’s wrong.”

Frequency of these behaviors for each section should be recorded on this form and the assessors should be told to correct these behaviors.

OTHER ERRORS: There are also errors that are specific to certain sections of the assessments, such as pronouncing words incorrectly for the PPVT. These errors are listed specifically for the relevant assessment and their frequencies should be recorded.

Start Time

Warm – Up

Now ... I have some pictures to show you and some things I will ask you to do. Please listen carefully and do the best you can. Some of the things I will ask you are hard even for older children, so don't worry if you're not sure about them. Just give it your best try, OK?

A. Simon Says

First, we're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.

PRACTICE A. Simon says look up. (demonstrate look up)

PRACTICE B. Simon says look down.

- A1. Simon says touch your ear.
- A2. Simon says point to the door.
- A3. Simon says lift one foot.
- A4. Simon says open your hand.
- A5. Simon says pick up the paper.
- A6. Simon says turn the paper over.
- A7. Simon says put one hand on top of the other.
- A8. Simon says knock on the table.
- A9. Simon says point to the middle of the paper.
- A10. Simon says put your feet together.

	C	E
A1	○	○
A2	○	○
A3	○	○
A4	○	○
A5	○	○
A6	○	○
A7	○	○
A8	○	○
A9	○	○
A10	○	○

B. Art Show

Now let's look at some pictures.

PRACTICE A. What is this?

(pointing to cat)

(If incorrect: This is a cat.)

PRACTICE B. What is this?

(pointing to dog)

(If incorrect: This is a dog.)

- B1. What is this? (pointing to apple)
- B2. What is this? (pointing to frog)
- B3. What is this? (pointing to pig)
- B4. What is this? (pointing to bee)
- B5. What is this? (circling book)
- B6. What can you do with it? (pointing to book)
- B7. What is this? (pointing to cup)
- B8. What can you do with it? (pointing to cup)
- B9. What is this? (pointing to knife)
- B10. What can you do with it? (pointing to knife)

		C	E
B1	apple	○	○
B2	frog	○	○
B3	pig	○	○
B4	bee	○	○
B5	book	○	○
B6	read, look at it	○	○
B7	cup, mug	○	○
B8	drink	○	○
B9	knife	○	○
B10	cut, eat, spread	○	○

ID Information & Warm-Up

	Frequency	Errors	Comments:
ID / Date Coding Errors:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Straying From The Script:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	

Section A: Simon Says

	Frequency	Errors	Comments:
Straying From The Script:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Coaching:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Scoring Errors:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Giving Non-Neutral Encouragement:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	

Section B: Art Show

	Frequency	Errors	Comments:
Straying From The Script:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Coaching:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Scoring Errors:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Giving Non-Neutral Encouragement:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Not Pointing at Pictures Correctly:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Route Coding Errors:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	

Section C: PPVT III (Adapted)

Read:	Point to:	1 2 3 4 NR
Now, I want you to look at some pictures with me. I'm going to say some words. For each word I say, point to the picture that best shows what the word means. Let's try some.	C1 Smelling	○○○○○
	C2 Fence	○○○○○
	C3 Penguin	○○○○○
	C4 Empty	○○○○○
	C5 Lamp	○○○○○
	C6 Porcupine	○○○○○
	C7 Tearing	○○○○○
	C8 Fountain	○○○○○
	C9 Accident	○○○○○
	C10 Juggling	○○○○○
	C11 Group	○○○○○
	C12 Parachute	○○○○○
See all the pictures on this page? (Gesture with circular motion at pictures)	You're doing a good job pointing!	
Put your finger on "ball".	C13 Cage	○○○○○
<i>If correct, say: Good! Let's try another one.</i>	C14 Astronaut	○○○○○
<i>If incorrect, repeat until correct, point to picture and say: You tried, but this is "ball". Now try again. Point to "ball".</i>	C15 Writing	○○○○○
Put your finger on "dog".	C16 Globe	○○○○○
<i>If correct, say: Good!</i>	C17 Drum	○○○○○
<i>If incorrect, repeat until correct, point to picture and say: You tried, but this is "dog". Now try again. Point to "dog".</i>	C18 Vegetable	○○○○○
	C19 Vehicle	○○○○○
Now look at all the pictures on this page. (Gesture with circular motion at pictures)	C20 Knight	○○○○○
Point to "crying" OR Put your finger on "crying". *	C21 Fly	○○○○○
<i>If correct, say: Good! Let's try another one.</i>	C22 Luggage	○○○○○
<i>If incorrect, repeat until correct, point to picture and say: You tried, but this is "crying". Now try again. Point to "crying".</i>	C23 Selecting	○○○○○
Point to "sleeping."	C24 Trunk	○○○○○
<i>If correct, say: Good!</i>		
<i>If incorrect, repeat until correct, point to picture and say: You tried, but this is "sleeping". Now try again. Point to "sleeping".</i>		
C1-24. Point to: [word]		
<i>If child asks for correct answer, say: For now, I want to see what words you know without my telling you. We'll talk about it later. I'll tell you after we're done, but let's keep going for now.</i>		
<i>If child is reluctant to answer, say: It's okay to guess.</i>		
(Gesture with circular motion at pictures when necessary)		

Section D: Letter Naming Task

Here are some letters of the alphabet. Point to all the letters that you know and tell me the name of each one.

Go slowly and show me which letter you're naming.

When child stops naming letters, say: Do you know any others?

Here are some more letters of the alphabet. Do you know any of these?

When child stops naming letters, say: Any others?

And here are more letters of the alphabet. Do you know any of these?

When child stops naming letters, say: Any others?

Plate1	Plate2	Plate3
A ○	F ○	H ○
B ○	G ○	I ○
C ○	K ○	J ○
D ○	L ○	M ○
E ○	N ○	Q ○
O ○	P ○	U ○
S ○	R ○	V ○
X ○	T ○	W ○
	Z ○	Y ○

If the child points to "O" and says "zero", say: That's the name of the number, what's the name of the letter?

If the child makes sound of letter (example "tuh" for T), say: That's the sound of the letter, what's the name of the letter?

If the child begins pointing and naming too quickly, say: Please point to them slowly, one at a time, so I can see which one you're naming.

If the child says a non-English letter name, say: Can you tell me the English name?

If child says, "No" or does not respond, go to next page.

Section C: PPVT (Adapted)

	Frequency	Errors	Comments:
Straying From The Script:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Coaching:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Scoring Errors:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Giving Non-Neutral Encouragement:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Pronouncing Words Incorrectly:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Using “a” or “the”:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Not Pointing or Using Sweeping Hand Motion:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	

Section D: Letter Naming

	Frequency	Errors	Comments:
Straying From The Script:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Coaching:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Scoring Errors:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Giving Non-Neutral Encouragement:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Not Slowing Down Child When Necessary:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	

Section E: Early Math Problems

You're such a good helper! Now I'm going to ask you some questions about numbers and counting.

E1. How many paintbrushes are on this page?

E2. How many stars are on this page?

E3. Here are some nests with eggs in them. Point to the nest with two eggs.

E4. Now, point to the nest with three eggs.

E5. How many eggs are there altogether? (*pointing in a sweeping motion*)

E6. What is this? *If the child does not respond or says the word "Number", say:*
Tell me what number this is.

E7. What is this? *If the child does not respond or says the word "Number", say:*
Tell me what number this is.

E8. What is this? *If the child does not respond or says the word "Number", say:*
Tell me what number this is.

		C	E
E1	2 brushes	○ ○	
E2	2 stars	○ ○	
E3	2 eggs	○ ○	
E4	3 eggs	○ ○	
E5	six	○ ○	
E6	eight	○ ○	
E7	five	○ ○	
E8	six	○ ○	
E9	shape (4)	○ ○	
E10	crayon (1)	○ ○	
E11	4 fish	○ ○	
E12	1 block	○ ○	
E13	2 bubbles	○ ○	
E14	seven	○ ○	
E15	Maria	○ ○	
E16	three	○ ○	
E17			<div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 auto;"></div>

E9. Look at these shapes. One of them is a triangle. Point to the triangle. (*pointing in a sweeping motion*)

E10. You're a good pointer!
Which one of these crayons (*pointing in a sweeping motion to the crayons*) is shorter than the brush?
(*point to the brush*) *If necessary, say:* Point to the crayon that is shorter than the brush.

E11. Bobby has three fish (*point to fish bowl*). His friend just gave him one more
(*point to single fish*). How many fish does Bobby have now?

E12. Pretend these are your blocks (*running finger across the books*). If you gave a friend two of these blocks, how many blocks will you have left?

E13. When three of these bubbles pop (*circling all the bubbles*), how many bubbles will be left?

E14. Point to the number (*pointing in a sweeping motion to the large numbers*) that shows
how many inches tall the teddybear is.
You're working hard, and I appreciate that! Thank you!

E15. This graph (*circling the graph*) shows how many times some children used the computer last week. The children's names are Billy, Luis, and Maria. (*pointing to each name as you say them*)

Point to the child who used the computer the most times.

E16. How many times did Billy use the computer last week? (*pointing to the name "Billy"*)

E17. When I say "go," I want you to start counting all these marbles (*circling the marbles*), starting here (*point to the upper left marble*). Point to each marble as you count. Ready? Go!

If child stops counting at the end of the first row, say: Keep counting.

End Thank you! Now we're all done. You did a great job! I want to thank you for helping me.

End Time

Section E: Early Math

	Frequency	Errors	Comments:
Straying From The Script:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Coaching:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Scoring Errors:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Giving Non-Neutral Encouragement:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	
Not Pointing or Using Sweeping Hand Motion:	① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	<input type="text"/>	

Summary

At the end of the assessment, enter the number of each error type from each section in the appropriate boxes below. KEEP EACH ERROR TYPE SEPARATE. For instance, when entering the number of errors for “straying from the script,” be certain to enter only the frequencies that pertain to “straying from the script,” not some other error type. Once all of the appropriate boxes are filled, add up the number of occurrences of each error type across sections, and enter those totals in the boxes marked “total.”

Summary (Warm-Up and Sections A through E)

	Warm Up	A	B	C	D	E	Total						
Straying From The Script:	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
Coaching:													
Scoring Errors:													
Giving Non-Neutral Encouragement:													
Other Errors: (ID / Date Coding Errors; Not Pointing at Pictures Correctly; Route Coding Errors; Pronouncing Words Incorrectly; Using “a” or “the”; Not Pointing or Using Sweeping Hand Motion; Not Slowing Down Child When Necessary)	<input type="text"/>	+											

Overall Comments:

Once you have totaled up the number of each type of error, assign a rating to each of the types of error according to the following table:

If assessor commits a total of ...	then assign a rating of...
0 – 2 errors	5
3 – 5 errors	4
6 – 8 errors	3
9 – 11 errors	2
12 or more errors	1

Indicate your rating for each error type by circling the corresponding number in the box marked “Certification Scoring.” Next, multiply each rating by 4, and add up your results. Enter this final number in the box marked “Total.”

Certification Scoring							
STRAYING FROM THE SCRIPT:	1	2	3	4	5	X 4	<input type="text"/>
COACHING:	1	2	3	4	5	X 4	<input type="text"/>
SCORING ERRORS:	1	2	3	4	5	X 4	<input type="text"/>
GIVING NON-NEUTRAL ENCOURAGEMENT:	1	2	3	4	5	X 4	<input type="text"/>
OTHER ERRORS:	1	2	3	4	5	X 4	<input type="text"/>

Total:

	(check one)	Observer's Signature
Certified	<input type="checkbox"/>	_____
Not Certified	<input type="checkbox"/>	_____